

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [X] Charter [] Magnet [] Choice

Name of Principal Ms. Christy Harris

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name KIPP STRIVE Academy

(As it should appear in the official records)

School Mailing Address 1444 Lucile Avenue, SW

(If address is P.O. Box, also include street address.)

City Atlanta State GA Zip Code+4 (9 digits total) 30310-1217

County Fulton County State School Code Number* _____

Telephone 404-753-1530 Fax _____

Web site/URL _____

http://www.kippmetroatlanta.org/KIPP-STRIVE-Academy E-mail charris@kippstrive.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent*Dr. Meria Carstarphen

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: suptoffice@atlanta.k12.ga.us

Other)

District Name Atlanta Public Schools Tel. 404-802-3500

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board

President/Chairperson Mr. Craig Jones

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 0 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 0 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☒ Urban or large central city
 - ☐ Suburban with characteristics typical of an urban area
 - ☐ Suburban
 - ☐ Small city or town in a rural area
 - ☐ Rural
3. 2 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	47	39	86
6	44	42	86
7	42	37	79
8	35	49	84
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	168	167	335

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
0 % Asian
100 % Black or African American
0 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
0 % White
0 % Two or more races
100 % Total

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 3%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	9
(3) Total of all transferred students [sum of rows (1) and (2)]	9
(4) Total number of students in the school as of October 1	350
(5) Total transferred students in row (3) divided by total students in row (4)	0.026
(6) Amount in row (5) multiplied by 100	3

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 79 %
 Total number students who qualify: 262

Information for Public Schools Only - Data Provided by the State

The state has reported that 70 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 11 %
37 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>9</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>20</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>8</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	6
Classroom teachers	16
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	9
Paraprofessionals	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 22:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	98%	98%	98%	98%
High school graduation rate	0%	0%	0%	0%	0%

13. For schools ending

in grade 12 (high schools)

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: KIPP STRIVE Academy equips students in grades 5-8 with the tools necessary to excel in competitive high schools, colleges and professional careers. KIPP STRIVE Academy students achieve Success Through Rigorous Instruction, Virtue, and Enrichment.

PART III – SUMMARY

When KIPP STRIVE Academy opened in 2009 it was poised to fill a serious need for a 5th through 8th grade educational alternative in Southwest Atlanta. Data at that time showed that middle schools in the area served a population where over ninety percent of students qualify for free and reduced price lunch and test scores are well below the district average. The 2000 Census showed that within a one-mile radius of the proposed school site, only 8.47% of the population residing in this community aged 25 and over had received a Bachelor's degree or higher. KIPP STRIVE Academy, with the help of many community supporters was able to turn a dream of an excellent educational institution in the Westview Community area into reality. When the school opened we actively worked with the community to recruit students to the new school in the neighborhood. Now in 2015, after proven success and recognition, we have hundreds of students on our waitlist. Students are chose for KIPP STRIVE Academy through a random lottery process with students in the immediate community zone receiving preference to attend.

The educational philosophy of KIPP STRIVE Academy is modeled after the nationally recognized, tested, and proven Knowledge Is Power Program (KIPP) that originated in 1994 when two teachers, Mike Feinberg and Dave Levin, launched a fifth grade public school program in inner-city Houston, Texas. The goal of the program was to prove that all students, regardless of background and prior academic history, could excel academically. The early KIPP schools quickly gained recognition as one of the highest performing public middle schools. As measured by standardized test scores. In their respective local school district. KIPP schools have been widely recognized for putting underserved students on the path to and through college. More than 80% of KIPP students are low-income and more than 90% are African American or Hispanic/Latino. While fewer than one in five low-income students typically attends college nationally, KIPP's college matriculation rate stands at 80+ percent for students who complete the eighth grade at KIPP.

Committed to the philosophy that there are no shortcuts to success and excellence, KIPP STRIVE Academy students and their families commit to an extended school day that lasts from 7:15 am to 5:00 pm and 3:00 pm on Wednesdays, with four additional hours on select Saturdays and two full weeks during the summer. These hours spent addressing the academic, intellectual, and social needs of KIPP students amount to roughly 60% more classroom time than the national average.

We believe that all students must be ready for the demands of high school, college, and the responsibilities of adulthood and a challenging career. Therefore, STRIVE program is built upon the fundamental elements of Success Through Rigorous Instruction, Virtue, and Enrichment. KIPP STRIVE Academy implements a unique lower and upper school model within the grades 5-8 structure of its program. We split the 5th and 6th grade into the Lower School. In this program, we focus on teaching students the structure and organization needed to become scholars. We dedicate more time to the systems, structures, and habits of good students to cultivate high expectations for learning and to build a culture of respect and hard work. The Upper School consists of the 7th and 8th grades. The focus of this program is to foster independence and critical thinking. We build upon the foundation of structure and organization from the lower school and push students to internalize these habits in preparation for rigorous high school programs.

KIPP STRIVE Academy believes that students must be exposed to opportunities in their community and beyond and must understand the importance of civic duty to prepare them for their adult role in the community. We have designed an enrichment program at KIPP STRIVE Academy to provide a broad range of exposure to our students that includes core enrichment classes of physical education, performance band, and theater arts. In addition, students take monthly field lessons, college tours, end of the year out of state trips, and participate in afterschool activities such as chess, flag football, basketball, dance, and quiz bowl.

We believe that it is important for our students to support one another with respect to academic achievement and upholding the values of KIPP STRIVE Academy so character education is embedded throughout our program. Students learn about the REACH values of respect, enthusiasm, achievement, citizenship, and hard work the moment they become a KIPPster. The REACH values are internalized more deeply in each grade level and many of our incentives are based on the REACH values. Because of the importance of REACH to our school culture, parents and community members quickly adopt the language in their interactions with our students. The goal is that our students learn the importance of not only being great students but great people.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The academic program of KIPP STRIVE Academy is based upon the Georgia Performance Standards and the Georgia Common Core Curriculum but is accelerated and taught rigorously to ensure that students are prepared for a college preparatory high school upon completion of the 8th grade. We believe that the best way to prepare our students for college and career readiness is to assure they have mastery of content knowledge combined with strong academic and character habits that transfers across all subject areas and experiences. We place a strong emphasis on reading, writing, and critical thinking. Students are expected to provide written responses and defend their positions orally in all classes. Additionally, we encourage students to develop multiple approaches to attack real world challenges.

During reading instruction, students focus on the following: decoding skills, vocabulary development, fluency and reading with expression, reading comprehension with a variety of genres. □ By the time students leave 8th grade, it is expected that they will not only have a love for reading, but also will feel comfortable reading, comprehending, and analyzing difficult literature from a variety of challenging genres. Students will be equipped to engage in intelligent discussions about books they have read and will be skilled in critiquing the literary value of such texts.

Given the importance of effective oral and written communication skills, during 5th grade, students at KIPP STRIVE Academy have the advantage of receiving instruction in a writing class that is separate from their traditional reading class. While the two classes have integrated themes and instruction, the language arts class focuses specifically on developing students' communication skills. In 6th – 8th grades, these concepts will be covered in an integrated English class. During the language arts class, students focus on the following: grammar and mechanics, spelling, oral presentations and interviews, fluency and organization in written expression with a variety of genres, creativity in writing, and research skills.

KIPP STRIVE's mathematics instructional practices are centered on the shifts within the National Common Core Standards: greater focus on fewer topics, linking topics and thinking across grade levels, increasing rigor in order to pursue conceptual understanding, procedural skills and fluency, and application with equal intensity. To best prepare our scholars for the challenges of mathematics, we adopted a national math curriculum, Eureka, designed to push students to think and compute math fluently, understand the "why" behind real world problems, and to be able to explain their reasoning. We assess our scholars regularly to check for progression as well as embed spiraling techniques in order to reach each scholar on their individual learning path. Our goal is to build critical thinkers who can successfully compete in the top high schools, colleges, and the complex world beyond.

Developing scholars with experience in scientific inquiry, problem solving, and reference skills is an essential part of the Science curriculum at KIPP STRIVE Academy. During 5th grade, students study a broad range of science topics in the areas of Physical Science, Life Science, and Earth & Space Science. During the years following 5th grade, students focus on one specific strand as follows: 6th grade-Earth & Space Science, 7th grade-Life Science, and 8th grade-Physical Science. These classes emphasize experiencing science through the framework of the scientific method and hands-on, inquiry-oriented instruction, including demonstrations, laboratory work, scientific models, and technology. Throughout the four years of study, students become proficient in completing experiments and in researching scientific topics.

The Social Studies curriculum of KIPP STRIVE Academy aligns closely with the content standards of the Georgia Performance Standards. Non-fiction texts and primary resources are the foundation of all instruction as are evidence-based written responses and research. During fifth grade, students receive instruction in economics, civics, United States history, and United States geography. The 6th grade curriculum includes instruction in the history and geography of the Americas, Europe, Australia and Oceania, while 7th graders focus on Asia, Africa, and the Middle East. 8th grade students study the history, geography, government, and economics of the state of Georgia.

Our entire academic program is designed to get our students college- and career-ready. In addition to the core curriculum, we provide students with enrichment experiences that focus on college and career readiness such as college tours, career expos, high school readiness classes, mock interviews, and real world field lessons. Our program aligns to our mission of getting our kids to and through college.

2. Other Curriculum Areas:

Currently, KIPP STRIVE Academy offers the following core enrichment courses to our 5th-8th grade scholars: Physical Education, Theater Arts, and Performance Band. Each course is offered daily. At KIPP STRIVE Academy, we believe that physical education and the arts promote skills that are not only important to day-to-day academic success, but to their success in college, and careers. Creativity, problem solving, focus, collaboration, perseverance, and dedication are included on the list of skills that our scholars will develop through participating in our physical education and arts programs. Year after year, we've witnessed the "shy" and less confident scholar command and captivate an audience of peers during a monologue performance or a somewhat interested flute player focus and persevere to eloquently perform in a school showcase. At KIPP STRIVE Academy we believe that these courses are essential and have strong connections with our core academic subjects. For example, in our Theater Arts class dramatic enactment is connected to story comprehension, character understanding, and writing proficiency, and is shown to be a different method for students to process a story than teacher-led discussions.

In addition to these core areas, students are able to participate in many other enrichment opportunities throughout the school day, including journalism, Spanish, yearbook, student government, robotics and technology, and entrepreneurship. These courses are provided for our 7th and 8th graders and allow them to see how the skills they are learning in their core academic classes relate to the real world.

Our lower school scholars can participate in the FunLab which is a 501c(3) educational non-profit organization that has partnered with our Science classes and focuses on making laboratory experimentation fun for kids. The FunLab seeks to provide its students with a strong foundation in scientific experimentation as well as exposure to science related careers by fostering an environment where students can expand and enhance their knowledge in the scientific disciplines. The culminating event of this program is a science fair hosted at Spelman College, and includes participants from other middle schools in Atlanta. This year, a 5th grade scholar from KIPP STRIVE Academy was awarded 1st place.

While we try to provide a host of enrichment opportunities for scholars throughout the school day, there are many that still must take place after school. These activities include: flag football, basketball, cheer, dance, chess, tennis, and soccer. We are strong believers that students need to be well-rounded and our goal is to ensure that students leave 8th grade having experienced many different activities.

3. Instructional Methods and Interventions:

At KIPP STRIVE Academy, all scholars receive high-quality standards-based instruction in their Tier 1 classrooms that is guided by the belief that all students will learn. Teachers implement and utilize universal screening, including benchmark assessments and Fountas and Pinnell assessments to create differentiated, innovative lessons to meet students' needs. Within each classroom, teachers provide direct instruction and, have access to laptops for personalized, additional math and literacy lessons via online programs.

Using data to drive instruction, teachers determine which scholars are under-performing and out-performing their peers on the universal screening assessments; they receive targeted literacy and math instruction inside and outside the classroom. During English class, scholars may be a part of a guided reading group to increase their comprehension skills, receive conferencing during shared writing time, or they may work on more advanced research projects in a gifted class. Likewise, in math class, teachers use a variety of instructional approaches, including the use of manipulatives, chants and raps, fluency drills, games, and technology to help bridge the gap for all learners on all levels. We aim to individualize instruction based on data from assessments and frequent learning checks as much as possible. From this we can differentiate tasks using small group instruction and spiraling of concepts for additional support or extension learning based on the scholar and their skill level.

Students not making adequate progress in the Tier 1 classroom are provided with increasingly intensive instruction matched to their needs in Tier 2. Outside the regular class, these students receive targeted instruction during a 45-60 minute intervention block called “Phoenix Prep.” Students who struggle to decode words receive Wilson instruction, and those who struggle with reading comprehension practice their reading skills in a small group utilizing the Reading A-Z program. For students needing additional support in math, the online math program, “ALEKS”, addresses their specific needs. Teachers submit weekly progress monitoring assessments from their Phoenix Prep class in order to monitor student progress, reevaluate student needs, and re-structure learning groups after mastery has been obtained.

If such appropriate interventions implemented are not effective in Tier 2, then students are referred to the Student Support Team SST/Tier 3. Team members individualize appraisal and interventions to determine barriers to learning and develop appropriate individual interventions for the student. If a variety of SST/Tier 3 interventions are finally determined not to be adequate and the need for more individualized assistance is documented, the SST team will make a referral for consideration of placement of the student in an appropriate Tier 4 program that may range from co-teaching to resource classes.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

The data included in the assessment tables reflect the results of the Georgia Criterion Referenced Competency Test over the past 5 years. KIPP STRIVE Academy grew one grade per year starting with 5th grade so 2009-2010 is only 5th grade data. 2010-2011 is only 5th and 6th grade data. 2011-2012 includes only 5th-7th data, the 2012-2014 data shows results for all 4 grades because we finally became fully grown. The data will show that our kids make significant progress over time. For example, in Math 92% of our 5th graders scored proficient or above, but by 8th grade 96% of them are proficient or above. In Reading, we have averaged 95% of students' scoring proficient or above in 5th grade, but by 8th grade we have 100% of students (all subgroups) scoring proficient or above. This year, for the first time, we had 100% of our 5th graders scoring proficient or above as well, which was a major accomplishment for us because the majority of our 5th graders enter our school significantly below grade level. At KIPP STRIVE Academy, we try to push our students to be competitive with other top tier schools despite their income levels. Therefore, we also place a heavy focus on moving our advanced/exceeds scores. For example, the data shows that we moved students from 31% advanced in 5th grade Reading to 62% advanced in Reading by 8th grade.

Our students come to us in 5th grade below grade level by several years and from many different schools with varying degrees of academic achievement. Our goal is to get all of our students on or above grade level by the time they graduate from 8th grade. The data shows that our proficient and exceeds rates increase over time. It is apparent as well that teachers who stay with us over time also increase their ability to get better results each year. As a result, we actively work to retain and grow our talent. Teachers who are doing well with the percentage proficient on the state assessment actively work to increase their exceeds percentage.

In addition, our goal is to prove that it does not matter if you come from a disadvantaged background because with the proper support, hard work, and committed, encouraging adults, any student is able to be successful. Our data will show that we are closing the achievement gap and that African American students from low-income backgrounds can be academically competitive. KIPP STRIVE Academy has outperformed the district and the state several times over the past 5 years in all subjects including Social Studies and Science. KIPP STRIVE received the honor of being named the #1 middle school in Atlanta Public Schools from 2011-2012 and 2012-2013 according to the College and Career Ready Performance Index. KIPP STRIVE Academy was also honored as a Title 1 Reward School for showing consistent high academic achievement on the state test over the past 3 years as a Title 1 school.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

KIPP STRIVE Academy uses a variety of formative and summative assessments to drive all of our instructional choices both as a whole school and in the classroom.

On a daily basis teachers use various checks for understanding during the lesson cycle. These strategies include circulation, class sweeps, and exit tickets in order to identify errors or misconceptions that can be addressed immediately in class either whole group or small group. We believe that this is one of the most informative, easily accessed, and immediate pieces of data a teacher can use to effectively differentiate based on student needs.

KIPP STRIVE Academy students receive reading and math interventions 4 times per week for at least forty minutes. Assessments include Fountas and Pinnell testing for reading levels/comprehension, Reading A-Z, and the ALEKS on-line math program. This data allows us to continually adjust our grouping to ensure we are addressing their specific deficits. Additionally, as students grow, we share this data with students and parents. This not only further invests everyone in our school's mission but also celebrates one of our school pillars – student achievement.

Regional benchmarks are given 2 times/year in all subject areas. Teachers create data analysis action plans which allow them to effectively group students in class and determine what standards will be reviewed or retaught.

KIPP STRIVE Academy also administers the MAP test in reading, language arts, and math. Students receive a lexile score that allows content teachers to identify the specific skills for that level that push them to continue to grow. We use MAP results in conjunction with other data mentioned above to inform our intervention blocks.

Lastly, the Georgia Milestones test, formerly the CRCT, is the end-of-year assessment across all content areas that inform all stakeholders if students have met the Common Core standards.

Part VI School Support

1. School Climate/Culture

The culture of KIPP STRIVE Academy is centered on being calm and positive. This allows for an environment where scholars are handled in all situations with love and fairness, and where scholars are encouraged through means of empowerment instead of oppression.

In order to ensure this, our school has five main values that are woven throughout everything we do. Scholars and teachers are expected to demonstrate these values in their classes and in their daily interactions with one another and their peers. Our student management system is centered on maintaining the “REACH” values, which stand for respect, enthusiasm, achievement, citizenship and hard work. When scholars demonstrate these values they earn incentives to reward their group effort towards our cultural goal of creating a calm and positive environment.

We also strive to increase individual scholar accountability. In order to do this, we have a school-wide paycheck system where scholars receive a “paycheck” based on behaviors that will make them successful in life. Whenever they make poor choices such as no homework, excessive talking, or being unprepared for class, they lose money on their paycheck. Whenever they make good choices such as helping out a teammate, being curious through questioning, or showing grit, they earn extra money. These “paychecks” allow students to earn monthly field lessons, celebratory experiences that help create a more well-rounded student. In addition, the paycheck serves as a communication tool to parents.

Furthermore, in order to support scholars' social and emotional growth we provide weekly advisories and an open door policy with teachers and administrators for scholars seeking solutions. Scholar growth and development is also cultivated by our wide range of extracurricular activities. These include quiz bowl, journalism, yearbook, our annual book publication, flag football, cheerleading, basketball, and soccer.

Our growth mindset far expands our plans for students, but reaches out to teachers as well. Teachers have weekly professional development, cloud/temperature checks twice a week, and immediate interventions when needed. Staff meetings are not just staff meetings. They include shout outs, food, lots of laughs, and focused academic sessions. We pride ourselves on being a team and a family. This shows up in knowing one another's love language, in spending time together outside of work, and in supporting each other's ventures outside of the classroom.

2. Engaging Families and Community

KIPP STRIVE Academy set forth a vision to build and maintain healthy relationships with our parent, community, and business partners. In an effort to ensure that all groups are actively engaged and in support of the mission of our organization, we have intentionally established special events and initiatives that align with our vision, and support the success of our scholars.

Parents and guardians at KIPP STRIVE Academy are held to high expectations. They are expected to check their child's homework each night and attend parent meetings and conferences. Parents are also invited to attend academic workshop, and contribute to the school by volunteering their time when possible. To further increase parent involvement and impact student achievement, we notify the parent each day if their scholar is tardy or absent. We send home weekly newsletters, academic progress and behavior reports, and announcements each Monday via KIPP STRIVE's communication folder. The Principal hosts Principal Roundtable discussions for all parents to make announcements concerning the school and for parents to ask questions of the Principal, express concerns, and request what they may need in terms of supporting their scholar. Quarterly parent conferences are held at the time of report card distribution. Parents may speak directly with teachers, counselors, and/or the principal. We also encourage parents to be partners in the classroom by hosting Content Night where parents are invited to “sit in the seat of their scholar” to learn and ask questions about a specific content. This event is offered for all subjects.

KIPP STRIVE has many community partnerships including the Atlanta Beltline, the Local Neighborhood Community, and the local fire and police departments. Over the past five years, in partnership with the Wren's Nest, professional writers have been paired with many of our 5th -8th grade scholars to work 1-on-1 to write stories; this program is known as the Scribes Program. Our scholars have published 5 books under this partnership that have debuted at the Decatur Book Festival. The published books include Don't Forget That Day (2010), The Whole Fiasco (2011), Read After Burning (2012), Into Bright Tomorrows (2013), and Next Door to the World (2014). Our KIPP Scribes are currently working on their 6th book! Our partners at the Wren's Nest believe that a hands-on education is a great way to improve writing skills, bring families closer together, and validate the stories of southwest Atlanta.

Another long-lasting community partnership is with Spelman and Morehouse Colleges. In 2009, we envisioned a partnership with colleges in the Atlanta University Center that would build capacity for our middle school scholars and the university's college students alike. Through the Corella and Bertram Bonner Foundation, KIPP STRIVE Academy has been able to build and maintain a strong partnership with the AUC that supports the goals of both organizations. As a result of this partnership, college students have been able to increase their leadership capacity by establishing mentoring, tutoring, and enrichment programs.

3. Professional Development

KIPP STRIVE Academy has developed a multi-faceted approach to professional development for its entire staff drawing upon both on-site and regional resources as well as individualized and whole group approaches. Our model includes weekly whole school professional development sessions, monthly planning meetings for each content area, regional ELA and math roundtables, on-going, differentiated instructional coaching for each teacher in the school, as well as ongoing regional professional development for all administrators acting as instructional coaches. We believe that a culture of on-going study of best instructional best practices combined with continuous feedback and coaching are the keys to student achievement, staff happiness and retention.

Three years ago, KIPP STRIVE Academy created the position of Director of Teacher Development, to prioritize the implementation of one of our school's founding pillars – “World Class Instruction”. When the Common Core curriculum was introduced, we identified teacher planning as inconsistent in terms of quality, content, and habit. We believed that the most direct route through which our teachers could learn the standards and master their subject areas was to focus on their development of high quality unit and lesson planning.

The next year, we began incorporating formative and summative data into their planning and execution through the use of checking for understanding strategies as well as the use of benchmark and MAP data analysis. Our teachers were able to begin identifying and addressing student misconceptions with greater accuracy and speed in class, increasing student mastery of daily objectives. Their ability to analyze data helped them plan and group students more effectively to address a greater percentage of student needs.

This past year we continued to strengthen our teachers' use of data by focusing on student work. We grouped our teachers by subject area and engaged in student work protocols in which teachers identified student and teacher key levers that would ensure a higher level of student mastery and/or improve student performance on a given task. Additionally, we implemented a “coaching the coach” framework in which all instructional coaches were observed, received feedback, and practiced strategies to strengthen their own instructional coaching practices. This focus on “coaching the coach” further developed our administrators' instructional leadership capabilities to continue to strengthen the teachers they managed which ultimately will ensure a higher level of effective instruction to positively impact all of our students' academic growth.

4. School Leadership

The leadership team at KIPP STRIVE Academy believes that we are a school of learners, adults, and students. The primary goal and purpose of the leadership team is to positively impact student achievement by growing and developing talent and building the capacity of all staff in order to maintain a sustainable, flourishing school. The Principal believes in distributive leadership and coaches her leadership team to develop skills in others. The Principal coaches and manages the Director of Operations, the Math Coordinator, the Literacy Coordinator, the Special Education Coordinator, the Upper School Dean (over 7th and 8th grades), the Lower School Dean (over 5th and 6th grades), and the Director of Teacher Development.

Instructional coaching is a major priority of the school, so each week the leadership team is expected to observe their direct reports, provide feedback, and model the actions and behaviors that they want to see in and out of the classroom. This may be done with co-observations with the Principal or other instructional leaders or video observations. Instructional leaders carefully plan their coaching sessions by using data gathered from the observation, lesson plans, and student work. Through in-depth analysis instructional leaders identify key levers to increase student achievement and practice the teaching strategies with teachers so that they are comfortable with making any necessary changes. Instructional leaders then follow up with the teacher for 4-6 weeks to ensure that they have developed the practice into habit. This cycle also happens with the Principal who will observe coaching sessions that her leaders are conducting, identifies the key lever that the coach needs to work on to have the greatest impact on changing teacher practice, and models and follows up with the leader to ensure that the practice becomes a habit.

In addition to this individualized coaching of staff by the leadership team, the Principal works with the Director of Teacher Development to design weekly professional development for teachers around any trends that we need to work on as a school to increase student achievement. For example, this year we focused on analyzing student work and using data to drive instruction with the entire instructional staff. In conjunction with the direct focus on academic achievement, the Principal meets with the Lower and Upper School Deans weekly to ensure that KIPP STRIVE maintains a calm and positive school culture that reflects our values of respect, enthusiasm, achievement, citizenship, and hard work.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Georgia Criterion Referenced Competency Test</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Jan
SCHOOL SCORES*					
Proficiency and above	93	95	95	95	82
Advanced	37	52	39	38	31
Number of students tested	87	91	88	85	84
Percent of total students tested	94	97	98	97	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	6	3	2	3	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficiency and above	92	93	94	95	
Advanced	33	45	38	27	
Number of students tested	66	73	66	5	
2. Students receiving Special Education					
Proficiency and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficiency and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficiency and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficiency and above	93	95	95	95	
Advanced	37	52	38	37	
Number of students tested	86	91	87	84	
6. Asian Students					
Proficiency and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
7. American Indian or Alaska Native Students					
Proficiency and above					
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficiency and above					
Advanced					
Number of students tested					
9. White Students					
Proficiency and above					
Advanced					
Number of students tested					
10. Two or More Races identified Students					
Proficiency and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficiency and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficiency and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficiency and above					
Advanced					
Number of students tested					

NOTES: The students who took an alternative assessment took the CRCT-M Test which is the Georgia Criterion Referenced Competency Modified Test. The subgroup data for 2009-2010 was not available on the Georgia Governor's Office of Student Achievement data system where the state assessment data is housed. The data only goes back to 2010-2011. The data provided under school scores for 2009-2010 come directly from the Georgia Criterion Referenced Competency Test school reports that were sent to the school.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Georgia Criterion Referenced Competency Test</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Jan	Jan	Jan	Jan
SCHOOL SCORES*					
Proficiency and above	91	90	89	82	
Advanced	27	33	17	20	
Number of students tested	78	83	84	89	
Percent of total students tested	94	98	98	99	
Number of students tested with alternative assessment					
% of students tested with alternative assessment	6	2	2	1	
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficiency and above	91	88	86	78	
Advanced	22	32	14	15	
Number of students tested	55	57	63	67	
2. Students receiving Special Education					
Proficiency and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficiency and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficiency and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficiency and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficiency and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficiency and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficiency and above					
Advanced					
Number of students tested					
9. White Students					
Proficiency and above					
Advanced					
Number of students tested					
10. Two or More Races identified Students					
Proficiency and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficiency and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficiency and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficiency and above					
Advanced					
Number of students tested					

NOTES: The students who took an alternative assessment took the CRCT-M Test which is the Georgia Criterion Referenced Competency Modified Test. KIPP STRIVE Academy did not have 6th grade in 2009-2010.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Georgia Criterion Referenced Competency Test</u>
All Students Tested/Grade: <u>7</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Jan	Jan
SCHOOL SCORES*					
Proficiency and above	94	95	97		
Advanced	49	40	47		
Number of students tested	80	82	79		
Percent of total students tested	98	99	100		
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	1	0		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficiency and above	93	93	97		
Advanced	49	39	37		
Number of students tested	53	59	59		
2. Students receiving Special Education					
Proficiency and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficiency and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficiency and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficiency and above	94	95	97		
Advanced	48	40	48		
Number of students tested	79	81	73		
6. Asian Students					
Proficiency and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficiency and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficiency and above					
Advanced					
Number of students tested					
9. White Students					
Proficiency and above					
Advanced					
Number of students tested					
10. Two or More Races identified Students					
Proficiency and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficiency and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficiency and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficiency and above					
Advanced					
Number of students tested					

NOTES: The students who took an alternative assessment took the CRCT-M Test which is the Georgia Criterion Referenced Competency Modified Test. KIPP STRIVE Academy did not have 7th grade in 2009-2010 or 2010-2011.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Georgia Criterion Referenced Competency Test</u>
All Students Tested/Grade: <u>8</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Jan	Jan	Jan
SCHOOL SCORES*					
Proficiency and above	97	97			
Advanced	46	40			
Number of students tested	77	73			
Percent of total students tested	94	100			
Number of students tested with alternative assessment					
% of students tested with alternative assessment	6	0			
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficiency and above	96	96			
Advanced	37	34			
Number of students tested	49	53			
2. Students receiving Special Education					
Proficiency and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficiency and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficiency and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficiency and above	97	97			
Advanced	45	40			
Number of students tested	76	68			
6. Asian Students					
Proficiency and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficiency and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficiency and above					
Advanced					
Number of students tested					
9. White Students					
Proficiency and above					
Advanced					
Number of students tested					
10. Two or More Races identified Students					
Proficiency and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficiency and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficiency and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficiency and above					
Advanced					
Number of students tested					

NOTES: The students who took an alternative assessment took the CRCT-M Test which is the Georgia Criterion Referenced Competency Modified Test. KIPP STRIVE Academy did not have 8th grade in 2009-2010, 2010-2011, or 2011-2012.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Georgia Criterion Referenced Competency Test</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Jan
SCHOOL SCORES*					
Proficiency and above	100	95	96	93	90
Advanced	36	34	47	24	20
Number of students tested	90	93	88	85	84
Percent of total students tested	97	99	98	97	
Number of students tested with alternative assessment					
% of students tested with alternative assessment	3	1	2	3	
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficiency and above	100	93	94	93	
Advanced	31	31	41	16	
Number of students tested	68	75	66	55	
2. Students receiving Special Education					
Proficiency and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficiency and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficiency and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficiency and above	100	95	95	93	
Advanced	36	34	46	23	
Number of students tested	89	93	87	84	
6. Asian Students					
Proficiency and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficiency and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficiency and above					
Advanced					
Number of students tested					
9. White Students					
Proficiency and above					
Advanced					
Number of students tested					
10. Two or More Races identified Students					
Proficiency and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficiency and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficiency and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficiency and above					
Advanced					
Number of students tested					

NOTES: The students who took an alternative assessment took the CRCT-M Test which is the Georgia Criterion Referenced Competency Modified Test. The subgroup data for 2009-2010 was not available on the Georgia Governor's Office of Student Achievement data system where the state assessment data is housed. The data only goes back to 2010-2011. The data provided under school scores for 2009-2010 come directly from the Georgia Criterion Referenced Competency Test school reports that were sent to the school.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Georgia Criterion Referenced Competency Test</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Jan
SCHOOL SCORES*					
Proficiency and above	100	99	100	97	
Advanced	61	65	42	38	
Number of students tested	82	83	84	89	
Percent of total students tested	99	98	98	99	
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	2	2	1	
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficiency and above	100	98	100	96	
Advanced	60	60	33	29	
Number of students tested	58	57	63	68	
2. Students receiving Special Education					
Proficiency and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficiency and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficiency and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficiency and above	100	99	100	97	
Advanced	61	65	41	37	
Number of students tested	82	82	83	86	
6. Asian Students					
Proficiency and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficiency and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficiency and above					
Advanced					
Number of students tested					
9. White Students					
Proficiency and above					
Advanced					
Number of students tested					
10. Two or More Races identified Students					
Proficiency and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficiency and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficiency and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficiency and above					
Advanced					
Number of students tested					

NOTES: The students who took an alternative assessment took the CRCT-M Test which is the Georgia Criterion Referenced Competency Modified Test. KIPP STRIVE Academy did not have 6th grade in 2009-2010.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Georgia Criterion Referenced Competency Test</u>
All Students Tested/Grade: <u>7</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Jan	Jan
SCHOOL SCORES*					
Proficiency and above	98	100	100		
Advanced	63	35	24		
Number of students tested	80	82	79		
Percent of total students tested	98	99	100		
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	1	0		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficiency and above	100	98	100		
Advanced	32	59	20		
Number of students tested	59	53	60		
2. Students receiving Special Education					
Proficiency and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficiency and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficiency and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficiency and above	100	97	100		
Advanced	35	62	23		
Number of students tested	81	79	74		
6. Asian Students					
Proficiency and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficiency and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficiency and above					
Advanced					
Number of students tested					
9. White Students					
Proficiency and above					
Advanced					
Number of students tested					
10. Two or More Races identified Students					
Proficiency and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficiency and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficiency and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficiency and above					
Advanced					
Number of students tested					

NOTES: The students who took an alternative assessment took the CRCT-M Test which is the Georgia Criterion Referenced Competency Modified Test. KIPP STRIVE Academy did not have 7th grade in 2009-2010 or 2010-2011.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Georgia Criterion Referenced Competency Test</u>
All Students Tested/Grade: <u>8</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Jan	Jan	Jan
SCHOOL SCORES*					
Proficiency and above	100	100			
Advanced	64	51			
Number of students tested	80	73			
Percent of total students tested	98	100			
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	0			
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficiency and above	100	100			
Advanced	62	47			
Number of students tested	52	53			
2. Students receiving Special Education					
Proficiency and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficiency and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficiency and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficiency and above	100	100			
Advanced	63	50			
Number of students tested	79	68			
6. Asian Students					
Proficiency and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficiency and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficiency and above					
Advanced					
Number of students tested					
9. White Students					
Proficiency and above					
Advanced					
Number of students tested					
10. Two or More Races identified Students					
Proficiency and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficiency and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficiency and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficiency and above					
Advanced					
Number of students tested					

NOTES: The students who took an alternative assessment took the CRCT-M Test which is the Georgia Criterion Referenced Competency Modified Test. KIPP STRIVE Academy did not have 8th grade in 2009-2010, 2010-2011, or 2011-2012.